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ABSTRACT

This guide is designed as a companion document to the Reading Instructional Intervention Supplements, Grades 4-8, to provide the reading teacher options for including technology in instructional practices. Instructional intervention strategies for each grade level are listed and paired with resources such as student activities, suggested software, online resources, or electronic student portfolios. Sixteen teaching activities which relate to the instructional intervention strategies are described. Each teaching activity lists its purpose; its related benchmark, strategy, and technology resource activity; materials needed; procedures; extensions; and classroom management suggestions. The guide includes a 39-item glossary of technology terms, examples of 25 suggested software programs and 36 online resources, and cites additional hardware that may be helpful. (PM)

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About the TECHNOLOGY RESOURCE GUIDE

(A companion document to the *Reading Instructional Intervention Supplement, Grades 4-8)*

The Technology Resource Guide is designed as a companion document to the *Reading Instructional Intervention Supplement, Grades 4-8,* to provide the reading teacher options for including technology in instructional practices. It gives a glossary of technology terms, examples of suggested software programs and online resources, and cites additional hardware that may be helpful. Also included is a list of suggested technology resources correlated with instructional intervention strategies for each grade, 4th-8th, so that teachers may use most of the resources across grade levels. Model activities for each grade level show ways to accommodate classrooms with one computer or many. Copies of this document will be sent to every 4th-8th grade Principal, Curriculum Coordinator, and District Superintendent. Copies can also be downloaded from http://mdek12.state.ms.us/reading.htm.

The reading teacher should use this guide to find extra information about technology that can enhance student achievement in reading. The Office of Educational Technology, Training and Support does not recommend specific resources. Any resources or activities listed in this document are intended as suggestions only. Due to rapid changes in technology, links in this guide may become outdated or addresses may change. Please note that this is a continually evolving and expanding document and specific information will be updated periodically; the resources are current as of January 1999.

Credits

Dr. Helen Soule'	MDE, Director, Office of Educational Technology, Training and Support
Betty Lou Pigg	MDE, Coordinator of Technology Training, Office of Educational Technology, Training and Support
Beverly Brackin	MDE, Office of Educational Technology, Training and Support
Deanna Blaylock	Copiah County School District
Laren Brooks	Pearl School District
Katherine Everett	McComb School District
Barbara Ann Foster	West Point School District
Patricia Parrish	Lamar County School District
Linda Rochelle	Jackson Public School District
Vicki Wescovich	Laurel School District

For Additional Information

Mississippi Department of Education
Office of Educational Technology, Training and Support
359 North West Street
Jackson, MS 39205
Ph: 601-359-3954 Fax: 601-359-1728
http://mdek12.state.ms.us/oet.htm
http://teacherexchange.mdek12.state.ms.us

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CS 511 297

Fourth Grade Instructional Intervention Strategies	Resources
Demonstrates proficiency in the reading process	
Reads orally with fluency	
Self-corrects when reading miscues	
Reads fluently with understanding	▲
Uses the process of word analysis/decoding to identify and comprehend words in context	
Utilizes prior knowledge	▲
Extends word patterns	▲
Identifies/spells frequently-used words correctly	▲ ➤
Expands sight vocabulary	
Identifies multiple meanings of words	
Recognizes synonyms, antonyms, homonyms, and compound words	
Uses figurative language/sound devices	
Recognizes spelling patterns and phonetic generalizations	
Differentiates between contractions and possessives	▲
Decodes unknown words using the three-cueing system	
Uses comprehension strategies to get information from a wide range of materials	
Utilizes prior knowledge	
Identifies analogies	▲
Summarizes information	▲
Utilizes visual aids to completely understand the passage	
Identifies and applies knowledge of organizational patterns	▲
Identifies and summarizes main idea and supporting details	▲
Makes predictions, draws conclusions, and infers meaning	▲ ●●●
Retells a story	▲ ●●●
Describes story elements	
Skims and scans to locate key information	▲
Rereads to determine meaning	
Utilizes parts of book	
Identifies and utilizes variety of resource texts	➤
Reads and understands various types of literary selections	
Utilizes prior knowledge	
Understands the meaning of passage from a selection	
Knows the differences among the genres of fiction, non-fiction, poetry, and plays	
Connects literature to real-life situations	
Interprets figurative language/literary devices	
Reads and evaluates persuasive text	
Utilizes prior knowledge	
Identifies fact and opinion	
Identifies the author's position	
Identifies informative and persuasive passages	▲
Reads and interprets practical workplace data	
Utilizes prior knowledge	
Follows the directions in a passage	▲
Explains importance of correct sequence of activities in a procedure	▲
Interprets specialized vocabulary	▲
Identifies information which provides additional clarity	
Locates and applies appropriate information	
Interprets graphic aides in a passage	
Utilizes listening skills for a variety of purposes	
Follows multi-step directions	
Listens to and comprehends oral reading	
key	
Student Activity ●●●	
Suggested Software ▲	
Online Resources ➤	

Expanding Vocabulary with Chocolate Fever

Fourth Grade Reading

The purpose of this lesson is to increase the student's vocabulary through the use of something he/she loves—chocolate.

Benchmark: *Uses the process of word analysis/decoding to identify and comprehend words in context*
Strategy 7: *Expands site vocabulary*
Technology Resource Activity: Use a writing/publishing tool to create a basic sight word list

Materials Needed:

Chocolate Fever by Robert Kimmel Smith (In this book, Henry Green eats so much chocolate he comes down with chocolate fever.)
Computer with writing/publishing and graphics/drawing software programs
Electronic encyclopedia or dictionary

Procedures:

Have students bring their favorite recipes for a chocolate dish. (Any student who doesn't like chocolate may bring in an alternate sweet recipe.)

Compile a classroom chocolate cookbook, with an "unchocolate" section.

Let the students vote on the most tempting recipe and prepare it with the class. As they enjoy the treat, begin to tell about Henry Green.

Each day read a chapter from the story.

Have students choose 5 unfamiliar words from the chapter.

Have students use an electronic dictionary or encyclopedia to define these words.

Have students use a graphics/drawing tool to illustrate the definitions of the words.

Print the definitions and illustrations.

Put these printed pages in a binder to be shared with the class.

Repeat this for each chapter read.

Extension:

Have the students look up their chosen words in a thesaurus and find several other words these characters might have used.

Have students write about what Henry's family is doing while he is missing. Use the words found in the thesaurus or the log.

Classroom logs can be sent via e-mail or U.S. Postal Service another class. This class can use them when reading the story.

Classroom Management Suggestions:
This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, students may need to be grouped and assigned time slots for using the computer resources necessary to complete this lesson.

An Indian in my Cupboard

Fourth Grade Reading

Students will use e-mail to exchange predictions while reading this popular children's book.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 20: *Makes predictions, draws conclusions, and infers meaning*
Technology Resource Activity: Exchange predictions and conclusions with a partner in another school via e-mail or the U.S. Postal Service

Materials Needed:

An Indian in My Cupboard by Reid Banks
Computer(s) with writing/publishing software
Computer(s) with access to e-mail

Procedures:

Lead the students in a discussion about a time when they found something unusual.
Questions might include the following:

a) What did they find?
b) Was it alive?
c) Did they keep it?
d) Did it cause them any problems?

Read the first chapter of the story ***An Indian in My Cupboard*** to the students.

Have the students make predictions for the next chapter. These predictions can be shared with a partner in another school. If e-mail is available they may be mailed daily. If e-mail is unavailable, you may send predictions via the U. S. Postal Service

Continue reading the story a chapter at a time (Suggestion: One chapter per day).

After reading each chapter, have the students write their predictions. Students may read the previous day's predictions before beginning the next day's reading.

Have students discuss why they predicted what they did. If other school's predictions are received daily, also discuss the other class's predictions for the chapter just read. If students are sending the predictions via U.S. Postal Service, discuss them when they are received.

Extension:

Students may rewrite the story based on finding a different character in the cupboard.

Have students watch the movie ***The Indian in the Cupboard*** and compare its outcome to the book's outcome.

Have students go online to www.internet-for-kids.com/gate0.html. Students will be able to read segments of a story and choose where they will take it. Students are then asked to write their own conclusions. These may be sent directly to the web page and possibly published.

Have students begin a story and send it via e-mail or mail to another class. This class will then complete and return the story.

Classroom Organization Suggestions:

This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, students may need to be grouped or assigned time slots for writing predictions or sending email.

Retelling a Story Using Presentation Tools
Fourth Grade Reading

Students will create multimedia presentations to show their understanding of a story.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 21: *Retells a story*
Technology Resource Activity: Retell a story using a presentation tool

Materials needed:
Computer(s) with PowerPoint, HyperStudio, or other multimedia presentation tool software
Copies of story being studied

Procedures:
Divide the class into groups of three or four.

Have groups discuss the story and list major details from it.

Have students use a paint program to draw pictures of each detail.

Have students check to be sure that they have included details from the beginning, middle, and end of the story.

Swap stories with another group and check for completeness.

Allow groups to go to the computer and create their stories using a multimedia presentation tool such as PowerPoint or HyperStudio.

Share these in class using a computer hooked up to a television with a PC to TV converter or a LCD panel or projector.

Extension:
Allow students to use a multimedia presentation tool when giving book reports or any report and present these in class.

Share presentations with other classes. If the other classes have read the story, let them check the story for accuracy.

Classroom Organization Suggestions:
This activity can be use without major modifications in the one or multi-computer classroom.
If used in a one-computer classroom, this activity can be done one group at a time. Let groups who finish first go to the computer first.

Fifth Grade Instructional Intervention Strategies	Resources
Demonstrates proficiency in the reading process	
Reads orally with fluency	
Self-corrects when reading miscues	
Reads fluently with understanding	▲
Uses the process of word analysis/decoding to identify and comprehend words in context	
Utilizes prior knowledge	
Extends word patterns	
Expands sight vocabulary	▲
Decodes unknown words using the three-cueing system	
Expands use of synonyms, antonyms, homonyms	
Differentiates between contractions and possessives	
Utilizes spelling patterns and phonetic generalizations	▲
Uses multiple meanings of words	▲ ●●●
Uses figurative language/sound devices	▲
Identifies/spells frequently-used words correctly	
Uses comprehension strategies to get information from a wide range of materials	
Utilizes prior knowledge	
Identifies analogies	▲
Utilizes visual aids to completely understand the passage	▲ ➤ ●●●
Identifies and applies knowledge of organizational patterns	▲ ➤
Locates, summarizes and combines information from different sources	▲ ➤
Identifies and makes inferences	
Skims and scans to locate key information	➤ ●●●
Retells a story	
Utilizes parts of book	
Identifies story elements	➤
Rereads to determine meaning	
Identifies and summarizes main idea and supporting details	▲ ➤
Makes predictions, draws conclusions, and infers meaning	▲
Identifies and utilizes variety of resource texts	▲ ➤ ●●●
Reads and understands various types of literary selections	
Utilizes prior knowledge	
Identifies point of view	
Interprets figurative language/literary devices	▲
Identifies and creates genres	▲
Identifies the author's purpose	➤
Connects literature to real-life situations	➤
Understands the meaning of passage from a selection	
Reads and evaluates persuasive text	
Utilizes prior knowledge	
Identifies fact and opinion	➤
Distinguishes between informative and persuasive passages	
Identifies author's position	
Read and interprets practical workplace data	
Utilizes prior knowledge	
Follows the directions in a passage	
Locates and applies appropriate information	➤
Identifies sequence of activities needed to carry out a procedure	▲
Interprets specialized vocabulary	
Identifies information which provides additional clarity	
Utilizes listening skills for a variety of purposes	
Follows multi-step directions	
Listens to and comprehends oral reading	
key	
Student Activity ●●●	
Suggested Software ▲	

Homographs on the Computer

Fifth Grade Reading

Students will use technology tools to demonstrate comprehension of words in context.

Benchmark: *Uses the process of word analysis/decoding to identify and comprehend words in context.*
Strategy 11: *Uses multiple meanings of words/homographs*
Technology Resource Activity: Use a writing/publishing tool and electronic or online resources to locate and define words in order to create sentences

Materials needed:

Computer(s) with writing/publishing software program
Computer(s) with graphic/drawing software program
Computer(s) with Internet connectivity
Online or electronic dictionary

Procedures:

Divide class into groups of four. (Each group will have a leader, a recorder and two reporters.)

Discuss homographs with students. Invite them to discuss homographs to increase interest.

Have a predetermined list of homographs for each group.

Divide into groups giving each group a set of handouts with guidelines for the project.

Allow students time to read and locate as many definitions for their list as possible.

Have students write sentences using their list of words using a writing/publishing software program.

Have students illustrate their list of words using a graphic/drawing computer software program.

Have students reassemble as a large group and share their definitions and illustrations.

Extension:

Have students create sentences with their list of homographs followed by the definitions.

Exchange the sentences with the other groups in the class to check for understanding of word meanings.

Classroom Organization Suggestions:

This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, students may need to be grouped and assigned time slots for using the computer resources necessary to complete this lesson.

Reading Maps on the Internet

Fifth Grade Reading

Students will locate a site, enter data, and discuss information using map symbols.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 16: *Utilizes visual aids to completely understand the passage*
Technology Resource Activity: Identify symbols and locations on a map

Materials needed:

Computer(s) with Internet access
Activity sheet (Teacher or student generated based on location)

Procedures:

Discuss the following terms related to map reading:

a) symbol – a picture that stands for something
b) scale – miles per inch
c) zoom in/out – to make parts of a picture larger or smaller

Tell students you are going to locate the Mississippi Governor's Mansion on a map using the Internet.

Go to the MapBlast web site (http://www.mapblast.com).

Enter the following information:

a) In the Street Address box, type in 300 East Capitol Street.
b) In the City, State, Zip box, type Jackson, MS 39201.
c) In the Label box, type Governor's Mansion.

Ask the following questions when the map is shown:

a) What symbol marks the Governor's mansion? (a red cross)
b) What is the scale? (This is found in a box in the lower right corner of the map.)
c) What major street runs north and south and is east of the Governor's Mansion on the map? (State Street)
d) Why is a hot air balloon a good symbol for changing the scale on the map? (As a balloon rises, objects on the ground get smaller.)

Click on the top line of the ruler to the right of the map. This should move the balloon to the top. (If not, keep zooming out until it does.)

Ask the following questions when the map changes:

a) What is the scale?
b) Why does the map look different if you zoom in or out?
c) In what direction would someone drive if they were going to Dallas from Houston, Jackson, MS, or New York, NY?

Extension:

Using teacher-generated questions, group students and have them compete to see which group can find the information in the shortest time.

Have students generate questions and exchange them with others.

Have students create their own maps using directions from the Internet.

Classroom Organization Suggestions:

This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, students may need to be grouped and assigned time slots for using the computer resources necessary to complete this lesson.

Internet Trivia
Fifth Grade Reading

Students will use skimming and scanning skills to search the Internet.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 20: *Skims and scans to locate key information*
Technology Resource Activity: Use the Internet to answer questions related to Mount Rushmore

Materials needed:

Computer(s) with Internet connectivity
Encyclopedias or other written reference materials that contain information about Mount Rushmore
Activity sheet – Mount Rushmore Web Activity

Procedures:

Open the South Dakota web page that contains information on Mount Rushmore.
(www.state.sd.us/tourism/rushmore/index.htm)

Browse the web site showing the students how the site is organized.

Have students locate information needed to complete the activity sheet.

Have students write a paragraph that explains which source (Internet or reference book) they would rather use and why.

Extension:

Have students write descriptive paragraphs about one or more of the pictures that are found in the photo album at that web site.
Have students pick a picture and then write a short story about what might have happened before or after the picture was taken.

Classroom Organization Suggestions:
This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, students may need to be grouped and assigned time slots for using the computer resources necessary to complete this lesson.

The following questions, developed by a teacher from Pearl Upper Elementary, may be used to research Mount Rushmore. Please note the answers are listed with the questions. Questions without answers are on the next page.

Mount Rushmore Web Activity Sheet

1. List the four presidents featured on Mount Rushmore.

2. In what state is Mount Rushmore located?

3. Who sculpted Mount Rushmore?

4. In what year did the sculptor begin work?

5. How long did it take to complete the monument?

6. What do the 56 flags in the Avenue of Flags represent?

7. Why was Mount Rushmore carved?

8. For whom was Mount Rushmore named?

9. Which president dedicated Mount Rushmore?

10. Describe your favorite picture from the Photo Album section of this web site. If you are not using the Internet to answer these questions, describe your favorite picture from the encyclopedia you are using.Mount Rushmore Web Activity Sheet

Answer Key

Answers are printed in bold.

1. List the four presidents featured on Mount Rushmore.
   Washington, Jefferson, T. Roosevelt, and Lincoln
2. In what state is Mount Rushmore located? **South Dakota**
3. Who sculpted Mount Rushmore? **Gutzon Borglum**
4. In what year did the sculptor begin work? **1927**
5. How long did it take to complete the monument? **14 years**
6. What do the 56 flags in the Avenue of Flags represent?
   The flags represent the states and territories of the United States.
7. Why was Mount Rushmore carved?
   Mount Rushmore was carved to draw sightseers to the surrounding area.
8. For whom was Mount Rushmore named? **Charles E. Rushmore**
9. Which president dedicated Mount Rushmore? **Calvin Coolidge**
10. Describe your favorite picture from the Photo Album section of this web site. If you are not using the Internet to answer these questions, describe your favorite picture from the encyclopedia you are using.
    Student answers will vary depending on the picture that has been selected.

Sunny Bahamas or Foggy London?

Fifth Grade Reading

Students will research a vacation spot using electronic or online resources.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 27: *Identifies and utilizes variety of resource texts*
Technology Resource Activity: Use electronic or online resources to research a given topic and create a presentation

Materials needed:

Computer(s) with Internet connectivity
Computer(s) with paint or presentation tool software program
Electronic atlas

Procedures:

Discuss vacations with students. Perhaps show pictures of a vacation in which you had a wonderful time. Allow students to share their vacation experiences to increase interest.

Divide the class into groups of six. (Each group will have a leader, a recorder, and four reporters.)

Have six possible vacation spots preselected. Allow the leader of each group to choose his/her vacation spot by drawing a location from a cup, box, etc.

Divide the class into groups giving each group a set of handouts with guidelines for the project.

Guidelines might include having students investigate the assigned vacation spot to discover:
a) what attractions are located nearby
b) what accommodations are available (i.e. hotels, restaurants, etc.)
c) directions for traveling from their present location to the vacation spot

Have students use the Internet and/or an electronic atlas to locate the information requested in the guidelines.

Allow students time to read and locate information about their selected vacation spot.

Have students draw a map that includes where they live as well as the location of their vacation spot.

Have students write a description of their vacation spot that includes information solicited in the handout.

Extension:

Have students develop a flyer to promote their vacation spot.

Have students reassemble as a large group and conduct a question and answer session about the different vacation spots.

Classroom Organization Suggestions:
This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, groups may need to be assigned time slots for using the computer resources necessary to complete this lesson. Also, if there is only one computer, the teacher may set up stations with different types of reference materials at each station. Students could then rotate from one station to the next after a predetermined time.

Sixth Grade Instructional Intervention Strategies	Resources
Demonstrates proficiency in the reading process	
Reads orally with fluency	
Self-corrects when reading miscues	
Reads fluently with understanding	▲ ➤
Uses the process of word analysis/decoding to identify and comprehend words in context	
Utilizes prior knowledge	♦♦♦
Decodes unknown words using the three-cueing system	
Uses word patterns to correctly spell words in context	
Extends word patterns	➤
Uses synonyms, antonyms, homonyms	
Uses multiple meanings of words	▲
Interprets the meanings of contractions and possessives	
Utilizes figurative language/sound devices	▲
Identifies/spells frequently-used words correctly	▲ ➤
Uses comprehension strategies to get information from a wide range of materials	
Utilizes prior knowledge	▲
Identifies analogies	
Locates, summarizes and combines information from different sources	▲ ➤
Utilizes visual aids to completely understand the passage	▲
Utilizes parts of book	
Identifies and applies knowledge of organizational patterns	
Summarizes main idea and supporting details	▲
Makes predictions, draws conclusions, and infers meaning	
Skims and scans to locate key information	
Rereads to determine meaning	
Retells a story	▲
Identifies the story elements	▲ ●●●
Reads and understands various types of literary selections	
Utilizes prior knowledge	♦♦♦
Identifies and creates genres	
Connects the content of the passage to real-life or current events	▲ ➤ ●●●
Determines author's purpose	
Uses figurative language/literary devices	
Understands the meaning of a passage from a selection	
Reads and evaluates persuasive text	
Utilizes prior knowledge	
Understands the author's position	▲
Distinguishes between fact and opinion	
Recognizes persuasive and propaganda techniques	➤
Reads and interprets practical workplace data	
Utilizes prior knowledge	▲
Follows written directions within a passage	
Interprets specialized vocabulary	
Compares the relationship between graphic aids and the content of the passage	
Determines the sequence of activities needed to carryout a procedure	
Locates and applies appropriate information	●●●
Identifies information which provides additional clarity	
Utilizes listening skills for a variety of purposes	
Follows multi-step directions	
Listens to and comprehends oral reading	
key	
Student Activity ●●●	
Suggested Software ▲	
Online Resources ➤	
Electronic Student Portfolio ♦♦♦	

Making Fairy Tales Come Alive
Sixth Grade Reading

Students use writing, thinking, and technology skills to retell a fairy tale.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 23: *Retells a story*
Technology Resource Activity: Use a writing/publishing or presentation tool to retell a fairy tale in a present day setting

Materials needed:

Copies of selected fairy tale
Computer(s) with writing/publishing and/or presentation software

Procedures:

As a class, read and discuss the selected fairy tale.

Divide class into groups of four. Each group will need to identify characters and the main idea of the selected fairy tale.

Allow for time to discuss each group's results.

Regroup students at a computer and have them begin rewriting the fairy tale in a present day setting using the characters and main idea from the selected fairy tale.

Have students edit work by checking for spelling errors, sentence fragments, and subject-verb agreement. After editing, have students format pages so that illustrations can be inserted.

Work with students as they format the page for illustrations

Consider:
a) how to divide story into pages for illustrations
b) how much text is on each page (text & illustration should match)
c) where is the main idea?

Have students create illustrations for the rewritten fairy tale. Inserting clip art into the story text can do this.

Remind students to make sure that the graphics illustrate the main idea.

Have students print rewritten fairy tales with illustrations and present them to the class.

Extension:

Have students create a multimedia presentation to present characters and main idea of rewritten fairy tale to the class.

Classroom Management Suggestions:

This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, groups may need to be assigned time slots for using the computer resources necessary to complete this lesson. Stories may be written on paper and edited prior to entering the information into the computer. A graphic catalog showing the possible clip art graphics will help students narrow down their choices before going to the computer.

Where in the World is John Glenn?
Sixth Grade Reading

Students will read online encyclopedia articles in order to summarize the life of John Glenn, Jr.

Benchmark: *Reads and understands various types of literary selections*
Strategy 27: *Connects the content of the passage to real life or current events*
Technology Resource Activity: Use electronic or online resources to compare current event sources

Materials needed:

Computer(s) with Internet connectivity
Copies of articles on the life of John Glenn, Jr.
Copy of information on Glenn that has been visually organized (i.e. mapped)

Procedures:

Divide the class into groups of six. (Each group will need a leader, a recorder, and four reporters.)

Using the Internet or a newspaper or magazine, locate a current article on the 1998 shuttle trip that returned John Glenn, Jr. to space.

Discuss Glenn's 1962 and 1998 trips into space. Show videos or pictures to increase student interest.

Tell students their objective for today is to collect details about the life of John Glenn, Jr.

Divide into groups, giving each group a set of handouts. Each person in the group should have a handout. The leader's handout could include directions for the group. The recorder's handout could include questions the reporters are to answer. Each reporter should receive a different article on the life of John Glenn, Jr.

Allow the groups time to read and locate information on the life of John Glenn, Jr. (The reporters will do the reading and will respond to the questions of the recorder.)
The recorder could ask the following questions:

a) When was John Glenn, Jr. born?
b) Where was he born?
c) What major events occurred in his life between 1921 and 1964?
d) What major events occurred in his life between 1965 and 1997?
e) What did John Glenn, Jr. do in 1998 and why was it so newsworthy?
f) Compare the two trips Glenn took into space. How are they alike, different?

Bring the groups back together and discuss the answers each group found. (You may wish to map students' responses to help them better visually organize the facts they have gathered.)

Have students map the information individually or give them a copy of a teacher-generated map with the key information on it.

Have students write a rough draft of an essay on the life of John Glenn, Jr.

Extension:

Have students research the lives of other astronauts using encyclopedias or the Internet. Students could then use the research to present a newscast featuring the astronauts they researched.
Have students analyze articles on the same subject but from different literary resources. For example, students might compare Glenn's 1998 trip using an article from a daily newspaper and an online news web site.
Have students create questions about the United States space program. These questions could be used to play games like Jeopardy or Trivial Pursuit.

with one computer, the teacher should provide copies of the articles for the groups rather than having the students research on their own.

The pages that follow include sheets that can be copied and given to the leaders and recorders of each group.

The different articles on Glenn's life can be downloaded from any electronic or online encyclopedia or news source.

Articles can be located at the following sites:

The New Book of Knowledge Encyclopedia	http://nbk.grolier.com
Encyclopedia Americana	http://ea.grolier.com
Grolier Multimedia Encyclopedia Online	http://gme.grolier.com

(These sites can be accessed if your school is a part of the state computer network.)

Information may also be found in the Online Resources section found at the end of this guide.

The Life of John Glenn, Jr.

Leader:

Write the names of each member on this sheet.
Record the time the group began this activity.
Give the recorder his/her sheet on which to record the reporters' answers.
Give each reporter a different article.
Record the time the group ended this activity.
If there were problems completing this activity, write down what happened.

Names:

Leader _____

Recorder _____

Reporter 1 _____

Reporter 2 _____

Reporter 3 _____

Reporter 4 _____

Time Activity Began: _____

Time Activity Ended: _____

Problems: _____

_____

The Life of John Glenn, Jr.

Recorder:

Allow the reporters time to read the articles and then ask them the following questions. Write the answers in the blanks that follow the questions. You may use the back of this sheet if you need more space for the answers.

1. When was John Glenn, Jr. born? _____

2. Where was he born? _____

3. What major events occurred in his life between 1921 and 1964?

_____

_____

_____

_____

4. What major events occurred in his life between 1965 and 1997?

_____

_____

_____

_____

5. What did John Glenn, Jr. do in 1998 and why was it so newsworthy?

_____

You Want Whose Phone Number?
Sixth Grade Reading

Students will identify community leaders and search the Internet to compare information found in different types of directories.

Benchmark: *Reads and interprets practical workplace data*
Strategy 40: *Locates and applies appropriate information*
Technology Resource Activity: Given a list of names, the students will look up phone numbers, street addresses, and email addresses in the yellow/white pages on the Internet.

Materials needed:

List of names of community leaders
Computer(s) with Internet connectivity

Procedures:

Assist students in compiling a list of five names of community leaders to be located using ***Netscape People Finder***. (http://www.netscape.com/netcenter/whitepages.html)

Access the Internet and demonstrate to students how to find and use the ***Netscape People Finder***

Tell students to gather the following information on each name:
a) number of persons with each name
b) number of different states listed

Have students click on a name and list 3 to 5 types of additional information that can be accessed through ***Netscape People Finder***. (Responses might include: the person's phone number and e-mail address, maps to the person's home, neighbor's names, and listings of businesses near that person's home.)

Have students present findings to the class.

Extension:

Using data analysis software, have students create graphs to compare number of entries with names and cities.

Have students write an essay comparing ***Netscape People Finder*** to the white pages in their local telephone book.

Classroom Management Suggestions:

This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, students may need to be grouped and assigned time slots for using the computer resources necessary to complete this lesson.

Seventh Grade Instructional Intervention Strategies	Resources
Demonstrates proficiency in the reading process	
Reads orally with fluency	
Self-corrects when reading miscues	
Reads fluently with understanding	▲
Uses the process of word analysis/decoding to identify and comprehend words in context	
Utilizes prior knowledge	
Utilizes root words, prefixes, and suffixes	
Decodes unknown words using the three-cueing system	▲
Uses spelling patterns and inflectional endings	▲
Utilizes figurative language/sound devices	▲
Spells frequently-used words correctly	
Uses comprehension strategies to get information from a wide range of materials	
Utilizes prior knowledge	▲
Identifies analogies	
Skims and scans to locate key information	▲ ●●●
Rereads to determine meaning	
Utilizes parts of book	
Utilizes visual aids to completely understand the passage	▲ ●●●
Identifies and applies knowledge of organizational patterns	▲
Summarizes main idea and supporting details	▲
Makes predictions, draws conclusions, and infers meaning	▲
Summarizes information	
Locates and combines information from reference sources	▲ ➤
Retells a story	
Analyzes characters	
Identifies story elements	
Reads and understands various types of literary selections	
Utilizes prior knowledge	
Interprets the meaning of passages	
Identifies the characteristics of genres	▲ ➤
Recognizes the author's tone	
Recognizes figurative language/literary devices	
Connects literature to real-life situations	
Reads and evaluates persuasive text	
Utilizes prior knowledge	➤
Compares and contrasts informative and persuasive passages	
Determines the author's position	
Recognizes persuasive and propaganda techniques	
Reads and interprets practical workplace data	
Utilizes prior knowledge	➤ ●●●
Identifies essential information in directions	
Supplies relevant information for forms	➤
Explains how organizational aids and/or graphics relate to the content of the text	
Interprets specialized vocabulary in a context	●●●
Determines the sequence of activities in a procedure	▲ ●●●
Locates and applies appropriate information	
Identifies information which provides additional clarity	
Utilizes listening skills for a variety of purposes	
Follows multi-step directions	
Recalls main idea, details, and facts	
Listens to and comprehends oral reading	

Creating Your Own Newsletter

Seventh Grade Reading

Students will create a newsletter based on facts from a newspaper article.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 12: *Skims and scans to locate key information*
Technology Resource Activity: Use a writing/publishing tool to create a newsletter based on facts from a newspaper article

Materials Needed:

Several current newspaper articles
Computer(s) with writing/publishing software

Procedures:

Divide students into groups of four.

Give each student in the group a copy of the same magazine/newspaper article.

Have group member #1 scan the article for the "who" of the story.

Have group member #2 scan the article for the "what" of the story.

Have group member #3 scan the article for the "where" of the story.

Have group member #4 scan the article for the "when" of the story.

Set up a newsletter type format using the writing/publishing program.

Have students type the title of the article in a large font.

Have each group member type three to four sentences summarizing each component of the article they researched. This could be done in two columns to resemble a newspaper article.

Combine each group's articles and "publish" as a class newspaper.

Extension:

Assign students each a subject or topic to research and write about in a class newsletter.

Change the assignments weekly choosing items of interest to students such as homework assignments, upcoming tests, PTA meetings or lunch menus for the students to write about.

Classroom Organization Strategies:

This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, students may need to be grouped or assigned time slots for entering information for the newspaper.

Analyzing Data with Charts and Graphs

Seventh Grade Reading

Students will create graphs and charts to aid in understanding a written passage.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 15: *Utilizes visual aids to completely understand the passage*
Technology Resource Activity: Use a data/analysis tool for students to input data to create charts and graphs to help other readers understand a given passage

Materials Needed:

Several current newspaper articles
Computer(s) with a data analysis software

Procedures:

Given each student a current newspaper article with relevant statistical information.

Have students read through the article and list the statistical facts.

After the student has collected and analyzed the data, input the information into a data analysis software program.

Have the students create a pie chart, bar graph or line graph with the information from the article.

Have each student display the computer-generated chart with the newspaper articles.

Extension:

Have students graph statistical data that is relevant to student activities. Examples: sports facts, lunch menu items, favorite classes, or extracurricular activities.

Have students graph local government data. Examples: how the county or district representatives vote during the legislative session, local crime statistics, or the outcomes of elections.

Classroom Organization Suggestions:

This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, students may need to be grouped or assigned time slots for entering information for the graph or chart they have researched.

www.com
Seventh Grade Reading

Students will interpret the specialized vocabulary of an Internet web browser.

Benchmark: *Reads and interprets practical workplace data*
Strategy 38: *Interprets specialized vocabulary in a context*
Technology Resource Activity: Have students identify vocabulary associated with an Internet browser.

Materials Needed:
Computer(s) with Internet connectivity
List of terms related to using an Internet browser

Procedures:
Ask students to share their experiences with Web sites.
a) "Where have you seen www.cnn.com?"
b) "What do those letters mean?"

Introduce students to the browser they will be using. (A browser is software that is required to access the World Wide Web. ***Netscape Navigator*** and ***Microsoft Explorer*** are examples of browsers.)

Using the Home page of your browser, identify and explain the functions of the following:
a) Location box (shows the address of the site you are visiting; typing in the address will take you directly to the site)
b) Tool bar buttons (back, forward, reload, and home are key buttons on most browsers)

Explain the parts of the Web site address:
a) http – tells you that this is a web page
b) www – a standard acronym for World Wide Web .
c) com, org, gov – tells you the domain or kind of site

Have students visit at least 3 teacher-selected sites and use the Forward and Backward buttons to return to the sites they visited.

Extension:
Have students write a letter to a grandparent explaining how to use an Internet browser using the terms learned in class.

Have students create a crossword or word find puzzle using Internet browser terms.

Classroom Organization Strategies:
This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, the teacher should use the computer as a presentation tool allowing selected students to model the assigned tasks.

Cooking with Technology
Seventh Grade Reading

Students will publish a book of technology tips for elementary students.

Benchmark: *Reads and interprets practical workplace data*
Strategy 39: *Determines the sequence of activities in a procedure*
Technology Resource Activity: Have students create a cookbook of technology tips for elementary students (grades k-3).

Materials Needed:
Computer(s) with writing/publishing software

Procedures:
Divide students into groups with two or three students.

Have each group interview the technology coordinator, principal, and elementary teachers to determine what things elementary students have difficulty with when working with computers.

Examples could include:
a) how to turn on the computer
b) how to save a story
c) how to draw a picture using a drawing program
d) how to open a software program
e) how to send e-mail
f) how to turn off the computer

After each group has obtained the information, have them review the information and determine what will be placed in the "cookbook," and how the information will be organized.

After each group has finalized the content and organization of the "cookbook," assign each group member a task necessary for completing the "cookbook."

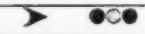
Students could be responsible for tasks such as designing the cover and interior, typing "recipes," proofreading, and distributing the "cookbook."

Extension:
Have students present and distribute the ***Technology Tips Cookbook*** at a faculty meeting. (The students could highlight the tips and explain how the younger children could use the "cookbooks.")

Have the students work with elementary children during study hall using the "cookbook."

Have the students revise or add "recipes" to the "cookbook" as needed when new difficulties arise.

Classroom Organization Suggestions:
This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, assign time slots for entering information for publication of the ***Technology Tips Cookbook***.

Eighth Grade Instructional Intervention Strategies	Resources
Demonstrates proficiency in the reading process	
Reads orally with fluency	
Self-corrects when reading miscues	
Reads fluently with understanding	
Uses the process of word analysis/decoding to identify and comprehend words in context	
Utilizes prior knowledge	
Utilizes root words, prefixes, and suffixes	
Uses multiple meanings	
Utilizes synonyms, antonyms, homonyms	
Decodes unknown words using the three-cueing system	
Uses spelling patterns and inflectional endings	
Utilizes figurative language/sound devices	
Uses comprehension strategies to get information from a wide range of materials	
Utilizes prior knowledge	
Utilizes visual aids to completely understand the passage	
Identifies and applies knowledge of organizational patterns	
Recalls details and justifies	
Makes predictions, draws conclusions, and infers meaning	
Skims and scans to locate key information	
Summarizes or paraphrases a story	
Retells a story	
Uses parts of book	
Interprets and uses analogies	
Locates and combines information from reference sources	
Rereads to determine meaning	
Summarizes main idea and supporting details	
Identifies story elements	
Reads and understands various types of literary selections	
Utilizes prior knowledge	
Interprets the various types of genres	
Recognizes author's purpose	
Connects literature to real-life situations	
Interprets the meaning of passages	
Recognizes figurative language/literary devices	
Reads and evaluates persuasive text	
Utilizes prior knowledge	
Recognizes and uses persuasive techniques	
Determines the author's position	
Reads and interprets practical workplace data	
Utilizes prior knowledge	
Reads and follows written and oral directions in passages	
Identifies and interprets specialized vocabulary in a context	
Determines the sequence of activities in a procedure	
Locates and applies appropriate information	
Identifies information which provides additional clarity	
Utilizes listening skills for a variety of purposes	
Listens to and comprehends oral reading	
Listens to and responds to teachers/peers	

Sharing the Literature Experience with E-Mail
Eighth Grade Reading

Students will exchange responses to a work of literature with a preservice teacher.

Benchmark: *Demonstrates proficiency in the reading process*
Strategy 3: *Reads fluently with understanding*
Technology Resource Activity: Have students partner with a local university student in order to exchange responses to a work of literature.

Materials needed:
A mail connection, either email or U.S. Postal Service
Young adult novels or other works of literature and/or drafts of personal or fiction writing
Computer(s) with writing/publishing software

Procedures:

Getting Ready
a) Forge a connection with an English preservice teacher and their instructor at a local university or over the Internet.
b) Contact the English Education Director at the university.
c) Check out the Connections web site at www.dept.usm.edu/~connect/connec.htm to read the history of a similar project and see examples of book reviews and creative writing.
d) Forge a connection with a teacher in another school via the Internet, professional teacher groups such as the National Council of Teachers of English, the Mississippi Council of Teachers of English, or the Mississippi Association of Educators, or any staff development workshops where innovative teachers meet.

Beginning the Project:
a) Start small.
b) Choose one class of about 20 or fewer students and pair each student with a preservice teacher.
c) Do this by having the younger students write friendly letters to a university student to introduce him/herself.
d) Send these letters via email or U.S. Postal Service, and have the college instructor distribute them to the preservice teachers in order to establish the pairs.

Making Personal Connections
a) Ask the preservice teachers to respond within 34 days with a friendly letter of their own. Set up a workable schedule for deadlines. (A good goal is to exchange one letter a week.)
b) Teachers should monitor the exchange of letters.

Connecting to Writing and Reading
a) In addition to friendly letters, have the students exchange drafts of writing to respond to and revise, or have the preservice teacher choose a young adult novel specifically for his/her partner and design a response guide for the book to be completed by the younger student.
b) Students should continually reflect on what is being learned by sharing and/or writing in response journals.

Finishing Up
a) At the end of the semester, have a celebration of the project. Invite family, friends and preservice teacher partners.
b) Read pieces of writing produced during the project, perform book talks, and read book reviews of the books read together.
c) Distribute an anthology with pieces from each partner.
d) Have music, food, and fun!

Classroom Organization Suggestions:
For a one-computer classroom: Have students create leters or responses using writing/publishing software. Assign time slot for students to use computer resources. Email or print responses for mailing at the end of the week.
For a five-computer classroom: The procedure would be basically the same as the on-computer classroom, except that less time would be needed for completion of typing the responses.
For a computer lab: Schedule one day per week for typing responses and save everything on one disk if all the computers don't have Internet access. If students can email directly, the teacher should monitor the responses before they are sent and have each student e-mail her a copy, as well.

A Jury of Her Peers: Reading Online
Eighth Grade Reading

The student will identify the elements of an online story.

Benchmark: *Uses comprehension strategies to get information from a wide range of materials*
Strategy 14: *Recalls details and justifies*
Technology Resource Activity: Use online interactive literature sites to complete relevant activities

Materials Needed:
Computer(s) with Internet connectivity

Procedures:
Access the Internet web sitewww.learner.org/exhibits/literature/

Follow the instructions on the screen to read the short story, "A Jury of Her Peers," by Susan Glaspell. Enter different doors to investigate the elements of a short story, such as character development, plot, setting, etc.

Have students write a review of the story, explaining in their own words the different literary terms as they apply to the story.

Have the students write a creative short story, incorporating the short story elements used in the model.

Use the writing process to revise the story. Publish the story using a writing/publishing software program. Share the story with classmates

Extension:
Do an Internet search for other sites that contain short stories to read. (See the Technology Resource Guide for suggested online resources.)

Have students choose their favorite character in a particular story and create an electronic journal written from that character's perspective for at least 5 days.

Classroom Organization Suggestions:
This activity can be used without major modifications in the one or multi-computer classroom. If used in a one-computer classroom, use a PC to TV converter to display the site to the whole class. If this is not possible students may need to be grouped and assigned time slots for using the computer resources necessary to complete this lesson.

Writing/Publishing Tools

The Office of Educational Technology, Training and Support does not recommend specific resources. This is a suggested list of writing/publishing software programs, their publisher, and platform in which they are supported.

Software Title	Publisher	Platform
Microsoft Works	Microsoft	Windows and Macintosh
Microsoft Word	Microsoft	Windows and Macintosh
Student Writing Center	The Learning Company	Windows and Macintosh
The Print Shop Deluxe	Broderbund	Windows and Macintosh
The Amazing Writing Machine	Broderbund	Windows and Macintosh

Graphics/Drawing Tools

The Office of Educational Technology, Training and Support does not recommend specific resources. This is a suggested list of graphics/drawing software programs, their publisher, and platform in which they are supported.

Software Title	Publisher	Platform
Microsoft Paint	Microsoft	Windows and Macintosh
Hyperstudio	Roger Wagner	Windows and Macintosh
Linkway	IBM	Windows
The Print Shop Deluxe	Broderbund	Windows and Macintosh
The Amazing Writing Machine	Broderbund	Windows and Macintosh
Community Construction Kit	Tom Snyder	Windows and Macintosh
Neighborhood MapMachine	Tom Snyder	Windows and Macintosh

Presentation Tools

The Office of Educational Technology, Training and Support does not recommend specific resources. This is a suggested list of graphics/drawing software programs, their publisher, and platform in which they are supported.

Software Title	Publisher	Platform
Microsoft Paint	Microsoft	Windows and Macintosh
Hyperstudio	Roger Wagner	Windows and Macintosh
Linkway	IBM	Windows
Kid Pix Studio	Broderbund	Windows and Macintosh
The Amazing Writing Machine	Broderbund	Windows and Macintosh
Corel Presentations	Corel	Windows and Macintosh

Brainstorming/Mapping Tools

The Office of Educational Technology, Training and Support does not recommend specific resources. This is a suggested list of graphics/drawing software programs, their publisher, and platform in which they are supported.

Software Title	Publisher	Platform
Inspiration	Inspiration Software	Windows and Macintosh
Hyperstudio	Roger Wagner	Windows and Macintosh

Data/Analysis Tools

The Office of Educational Technology, Training and Support does not recommend specific resources. This is a suggested list of graphics/drawing software programs, their publisher, and platform in which they are supported.

Software Title	Publisher	Platform
Microsoft Works	Microsoft	Windows and Macintosh
Microsoft Access	Microsoft	Windows and Macintosh
Microsoft Excel	Microsoft	Windows and Macintosh
The Cruncher	Davidson	Windows and Macintosh
Claris Works	Claris Corporation	Windows and Macintosh

Online Resources

Search Tools

Yahoo	http://www.yahoo.com
Excite	http://www.excite.com
Altavista	http://www.altavista.com
Lycos	http://www.lycos.com
Hotsheet	http://www.hotsheet.com
Infoseek	http://www.infoseek.com
Dogpile	http://www.dogpile.com
Metacrawler	http://www.metacrawler.com

Search Engines Especially for Kids

Yahooligans	http://www.yahooligans.com
Surfnet for kids	http://www.surfnetkids.com
Cyber Kids	http://www.cyberkids.com

Current Events/News

CNN	http://www.cnn.com
USA Today	http://www.usatoday.com
MSNBC	http://www.msnbc.com
ESPN	http://www.espn.go.com
Weekly Reader	http://www.weeklyreader.com/index.html
Weather Channel	http://www.weatherchannel.com

Activity-Based

Puzzle Maker	http://www.puzzlemaker.com/
Vocabulary Builder	http://www.soundpuzzle.com/
Lunaland Online	http://www.lunaland.com
Word Detective	http://www.users.interport.net/~wordsl/index.html
Cartoon Corner	http://www.cartooncorner.com/
Headbone	http://www.headbone.com

Teacher Resource

Classroom Connect	http://www.classroom.net/
Teacher's Network	http://www.teachnet.org/
Kathy Schrock's Guide for Educators	http://www.capecod.net/schrockguide/
Site Links	http://www.cl.ais.net/jkasper
Educational Pages	http://www.education-world.com/
Teacherexchange	http://teacherexchange.mdek12.state.msus
MDE/OET	[illegible]

Ask the Author	http://www.ipl.org/youth/AskAuthor
Carol Hurst's Children's Literature Site	http://www.carolhurst.com/titles/allreviewed.html
Young Adult Literature Library	http://www.uiowa.edu/~english/litcult2097/tlucht/lityalib.html

General Reference

MAGNOLIA	http://www.epnet.com/ehost/magnolia/login.html
Ask Jeeves	http://www.askjeeves.com
Internet Public Library	http://www.ipl.org

Glossary of Terms

Acceptable Use Policy – a written agreement signed by teachers, students, and parents outlining terms and conditions of Internet use
Brainstorming/Mapping Tools- programs that allow the teacher to type in ideas generated by brainstorming or mapping discussions; ideas are then organized graphically by the computer
CD-ROM (Compact Disk Read Only Memory)- a disk which holds up to 600 megabytes of information
CD-ROM Drive - the disk drive that allows a CD-ROM disk to be played
Computer Journal- a journal kept by students using a word processing program and a computer
Data- pieces of information
Database- a collection of information that can be organized and sorted; similar to an electronic filing system
Data Analysis Tools- programs that allow the user to reduce large amounts of information into manageable reports; databases and spreadsheets are common data analysis tools
Digital Camera- produces images in digital form without using regular photographic film
Directory Information Services- an online source of local and/or nationwide listings of businesses. ***The Real Yellow Pages Online*** and ***At Hand Network Yellow Pages*** are examples of directory information services found on the World Wide Web.
E-mail- short for electronic mail you can send or receive directly on your computer via modem or network
Electronic Reference Resources- encyclopedias, dictionaries, atlases, almanacs, and content-specific software programs; usually on CD-ROM
Electronic Student Portfolio- a purposeful collection of work, captured by electronic means, that serves as an exhibit of individual efforts, progress, and achievements in one or more areas. As much as possible, students should control the portfolio development process. The overall vision and purpose of the portfolio is to provide students with a way to reflect on their work and self-monitor their progress using some kind of criteria.
Font- a design for a set of characters; a combination of typeface, size, pitch, and spacing
Global Positioning System- an electronic system that allows directional tracking using satellites
Graphic- a picture or design
Graphics Program- a program that allows one to use electronic pictures or designs
Graphics/Drawing Tools – paint programs that allow information to be expressed through art; a computer and monitor are used rather than paper and paint
Homepage- the main page of a web site; serves as a table of contents to other documents stored at that web site
Hypermedia- programs that allow the user to interact with information on the computer screen
Hypertext- programs in which the text is an active button that can be clicked to reveal something
Interactive- a program, game, or presentation where the user is able to interact and participate in what is going on
Internet- a worldwide network of about half a million computer users belonging to res arch organizations, the military, institutions of learning, corporations and so on
Internet Service Providers (ISP)- companies that provide service to the Internet
Modem- device that allows computers to communicate with other computers via the telephone line
Network- communication or connection system that lets one computer talk with another computer, printer, or other device
Online Resources- resources that are located by using the World Wide Web

Scanner- a device that takes a picture of a document that exists outside of the computer and digitizes the image to put in the computer.
Search Tools/Engines- Internet tools that allow one to locate information about topics of interest
Software- computer instructions or data that is stored electronically
Spreadsheet- software program for financial or other number-related information processing. A spreadsheet is composed of rows and columns, with individual boxes (cells) inside of each to hold information.
Template- a sample document which can be created by the teacher, saved, and later edited by students; in spreadsheet and database applications a template is a blank form that shows which fields exist, their locations, and their length
URL (Uniform Resource Locator)- the address of a given location or document on the Internet
Video Journal- a journal kept by students using a video camera
Virtual Reality- a simulated environment through the use of a computer which appears to be real
WWW (World Wide Web)- a system of Internet servers that supports documents formatted to support links to other documents as well as graphic, audio, and video files
Web Site- a location on the World Wide Web
Word Processing- programs that allow one to create, edit, and print documents using a computer
Writing/Publishing Tools- include word processing and desktop publishing programs and are used to produce printed documents that contain graphics and special-effect text

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Office of Educational Research and Improvement (OERI)
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Educational Resources Information Center (ERIC)

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